**ELA CC 3rd Grade Lesson Plan**

**Teacher:** Click here to enter text. **Lesson Name: Peter Pan Date**: Click here to enter text.

**CC Lesson:** Module: 3A **Unit**: 1 **Lesson**: 8

|  |
| --- |
| **NYS ELA Common Core Learning Standards:** |
| **Reading: Literature**  Ask & answer questions to demonstrate understanding of a text, referring explicitly to text as basis for the answers.  **Reading: Informational Text**  Choose an item.  **Reading: Foundational Skills**  Read with sufficient accuracy & fluency to support comprehension. a. w/purpose and understanding b. prose and poetry c. context to self correct  **Writing**  Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  **Speaking and Listening:**  Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 38 for specific expectations.)  **Language:**  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  **Miscellaneous:**  Click here to enter text. |
| **ELA Shifts:**  **Shift 6: Academic Vocabulary Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.** |
| **Materials**:  • Character vocabulary cards (10 per student partnership, prepared in advance; see Teaching Note)  • Who/What/So What recording form (one per student)  • Classic Starts edition of *Peter Pan* (book; one per student)  • Chapter 7 Opinion and Reasons recording form (one per student)  • Paper (four sheets for Four Corners activity)  • Chapter 7 Character Vocabulary recording form (one per student) |

|  |
| --- |
| 1. **Opening** |
| **Learning Target(s):**   |  |  | | --- | --- | | • I can support my opinion with reasons based on what I read in *Peter Pan*.  • I can share my own opinion and discuss others’ opinions about *Peter Pan*. |  | |
| **Engaging…/Practice:**  **Engaging the Reader:**  • Place students in pairs. Tell them that each partnership will receive about 10 character vocabulary cards featuring words that students have learned throughout the unit. Explain how the activity works:  1. Choose a character vocabulary word from your collection.  2. Show the word to your partner and read it aloud.  3. Your partner first says the definition of the word.  4. Then your partner says which character from Peter Pan the word best matches and explains why, using evidence from the text.  5. Add to your partner’s explanation if you like.  6. Switch roles. Keep matching vocabulary words with characters.  • Briefly model this process if students need further clarification. Distribute the **character vocabulary cards** and invite students to begin the activity.  • Confer with students as they work. Provide process reminders if needed and push students to defend their character match using specific evidence from the text.  **Unpacking the Learning Targets (5 minutes)**  • Direct students’ attention to today’s learning targets. Reread from the first target: “support my opinion with reasons” and ask students:  \* “What does that mean to support an *opinion* with *reasons*? Turn and talk to a partner about what you think you would be doing in order to meet that learning target.”  • Give students time to think and talk. Then cold call one or two students to share what they think this target means.  • Check for understanding after discussing these vocabulary terms by asking students to give a thumbs-up if they understand this target. Listen for students to say things such as: “When you have an opinion about something, you give reasons why you think that,” or “You say what you think and then you say why.” Clarify as needed. You might provide students with a real-life example to clarify their thinking. For example: “I should be able to stay up later. The reason is that I am older. Another reason is that I am not tired at my bedtime now.” |
|  |
| 1. **Work Time** |
| **Instruction:**  **Reading Chapter 7: Which Character’s Actions Have Done More to Move the Story Forward? (20 minutes)**  • Explain to students that while they read today, they should keep paying attention to the where, who, and what. But they also will be thinking about a specific question:  \* “Which character’s actions have done more to move the story forward?”  • Remind them of the language in the learning target—“support my opinion with reasons”—and emphasize that they will need to be able to explain why they chose the character they did.  • As in previous lessons, read the first two pages of Chapter 7 of ***Peter Pan*** aloud while students read along.  • Then invite students to sit with their reading partners to read the rest of the chapter (starting at page 52, where the read-aloud finished). As in all other lessons, students should read independently but seek help from their partner if they are confused or stuck or need to check in about the question for the chapter.  • Give students 10 minutes to read. Circulate to confer.  • Then have them pause to check in with their partner. Ask:  \* “Who have you read about so far? What have their actions been?”  • Have them use their recording form to capture what each character has done. Remind them that they only need to write short notes exactly like they have done on their Where/Who/What recording form for each chapter.  • After 2 or 3 minutes, invite students to carry on with their reading independently.  • If students finish early, they can either reread to find more evidence for their opinion or read their independent reading book.  **Writing and Reflection: Opinion and Reasons Recording Form (15 minutes)**  • Gather the class back whole group. Display and distribute the **Chapter 7 Opinion and Reasons recording form.** Explain to students that now they are going to think about their own opinion about which character (or, in the case of the Lost Boys, group of characters) affected the events of the story the most. Tell students that there isn’t a right answer for this question, but that what matters is that they support their own opinion with good reasons. Remind them that they should use their notes about events in the chapter and that their reasons should connect to the events of the story.  • Ask students:  \* “Who do you think is the most important character?”  \* “Whose actions moved the story forward the most?”  \* “What reason might you give?” |
| **Differentiation:**  Click here to enter text. |

**Groups:**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Click here to enter text. |  |

|  |
| --- |
| 1. **Closing, Assessment, Homework** |
| **Closing/Exit Ticket/Homework**:  **Closing:**  **A. Four Corners: Which Character Did You Choose as Most Important and Why? (5 minutes)**  • Pause students in their work. Direct their attention to the corners of the room: Peter, Wendy, Tinker Bell, and the Lost Boys. Ask students to bring their recording forms and go to the corner with the character they chose as most important. Explain to students that when they are in their corner, they will take turns sharing their opinion and reasons for choosing that character. Remind them of the guidelines for small-group discussion and encourage them to be sure every student has a chance to speak.   |  |  | | --- | --- | |  | | | **Homework** |  |   Reread Chapter 7 to yourself or read it aloud to someone in your family. When you are reading, think about the character you chose and their actions. Do your reasons still make sense? |